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ABSTRACT

This working paper presents specifications for materials developed between 1978 and 1981 as a part of the Wisconsin Program for the Renewal and Improvement of Secondary Education. Part 1 includes the technical and substantive specifications for audiovisual materials of two types: (1) filmstrips and accompanying cassettes, and (2) supplementary audiocassettes without accompanying materials. The desired cognitive and affective objectives for each of the materials are presented, and specifications for printed study guides to be provided with the filmstrips and accompanying cassettes are provided. Part 2 presents specifications for four major printed products: a book on secondary education, two guides for school practitioners and a guide for college instructors. A content outline, description of intended audiences, list of technical specifications, and statement of objectives is presented for each item. References are provided. (KM)

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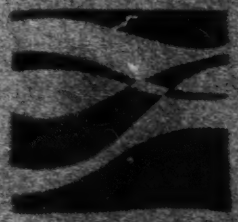

Working Paper No. 271

Needs and Specifications for Materials in the Wisconsin Program for the Renewal and Improvement of Secondary Education

by John C. Daresh

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October 1979

Wisconsin Research and Development Center for Individualized Schooling

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Working Paper No. 271

NEEDS AND SPECIFICATIONS FOR MATERIALS IN THE WISCONSIN PROGRAM FOR THE RENEWAL AND IMPROVEMENT OF SECONDARY EDUCATION

by

John C. Daresh

Report from the Project on
Studies of Instructional Programming
for the Individual Student

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Madison, Wisconsin

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- conducting and synthesizing research to clarify the processes of school-age children's learning and development
- conducting and synthesizing research to clarify effective approaches to teaching students basic skills and concepts
- developing and demonstrating improved instructional strategies, processes, and materials for students, teachers, and school administrators
- providing assistance to educators which helps transfer the outcomes of research and development to improved practice in local schools and teacher education institutions

The Wisconsin Research and Development Center is supported with funds from the National Institute of Education and the University of Wisconsin.

WISCONSIN RESEARCH AND DEVELOPMENT
CENTER FOR INDIVIDUALIZED SCHOOLING

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Abstract

Outlined in this working paper are the specifications for materials included as part of the Wisconsin Program for the Renewal and Improvement of Secondary Education. Part I is devoted to the technical and substantive specifications for audiovisual materials which include filmstrips with accompanying cassettes and supplementary audiocassettes without visuals. Part II presents specifications for printed materials which are comprised of a book on secondary education, two guides for school practitioners, and a guide for college instructors.

Preface

The material contained in this working paper represents one stage in the complex process of developing products which may be used by secondary schools as they attempt to develop strategies to improve local practices. The development and use of these products will ultimately lead to schools which are more responsive to the needs of individual students. Specifications are presented for audiovisual and printed materials designed to make this ongoing school improvement process easier. Collectively, these materials are known as the Wisconsin Program for the Renewal and Improvement of Secondary Education.

Central to each of the materials included in the Program is a deliberate design for improving and refining existing secondary schools. This dynamic design is presented through a series of 10 comprehension objectives which are the work of Herbert J. Klausmeier, Director of the Project in the Wisconsin Research and Development Center for Individualized Schooling and V.A.C. Henmon, Professor of Educational Psychology at the University of Wisconsin-Madison. Each individual objective addresses a particular aspect of secondary schooling. Although a goal may be to envision schools which follow all 10 objectives of the design, an assumption is made that personnel in secondary schools are capable of looking at improvements in only certain portions of their program at any one time. As a result, the materials that have been or will be designed focus on only one comprehensive objective at a time.

Besides providing the conceptual design of the project, Professor Klausmeier is also responsible for the initial statement of the cognitive and affective objectives for six of the filmstrips listed in this paper, the basic format for the substantive book on secondary education and guides noted in Part II, and has provided the impetus behind each of the materials serving as part of the Wisconsin Program.

James M. Lipham, Professor of Educational Administration at the University of Wisconsin-Madison, was responsible for the cognitive and affective objectives and competencies which are specified for three of the filmstrips and accompanying cassettes.

Introduction

The comprehensive objectives for the Renewal and Improvement of Secondary Education, articulated by Klausmeier in the 1978-79 Technical Proposal (Klausmeier, 1978) of the Wisconsin Research and Development Center for Individualized Schooling and redefined in the 1979 Profiles of Selected Innovating Secondary Schools (Klausmeier, 1979), address needs specified by numerous recent calls for reform in secondary education (Brown, 1973; Coleman, 1976; Newcomer, 1975; Gibbons, 1976). The Project on Instructional Programming for the Individual Student in Secondary Schools of the Wisconsin R & D Center has, in turn, begun the process of developing audiovisual and printed materials. The purpose of these materials is to assist schools in developing tenable strategies designed to allow the implementation of the comprehensive objectives at the local level.

This needs and specifications paper outlines the various materials produced from 1978 to 1981. The materials are designed to assist local schools in developing staff development strategies to bring about the increased knowledge, modifications in attitudes, and requisite skills among teachers, counselors, administrators, and others interested in improving school practices. The paper synthesizes many of

the specifications for materials already developed during 1978 and 1979 and contains projections of specifications for materials to be produced in 1980 and 1981.

This paper is one step in a long product development process anticipated to last approximately five years. Figure 1 shows a model for this process suggested by Worthen (1979). The specifications listed correspond to the second step of that model, the "Development Process." As seen in the model, the audiovisual and printed products will be subjected to a number of tests and revisions. As a result, the objectives and competencies specified throughout this paper should be viewed as tentative objectives which may be revised after the materials have been pilot and field tested.

The paper is divided into two main sections. The first section describes the specifications for audiovisual materials, while the second section lists the specifications for printed materials developed by the project staff. The specifications for the audiovisual materials are divided into two groups: technical and substantive.

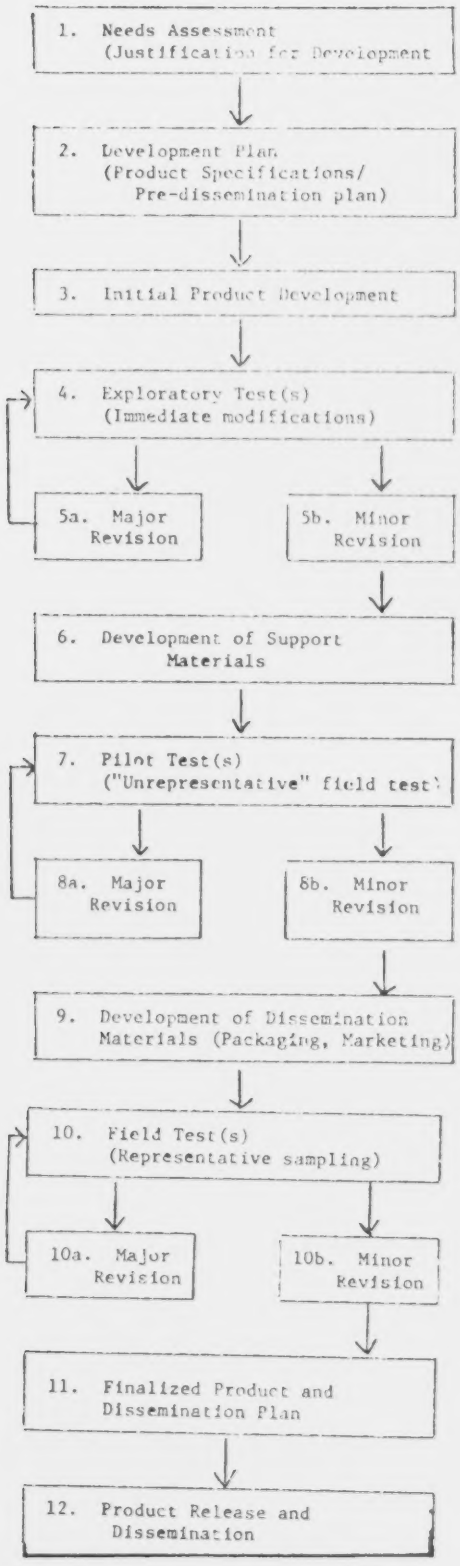

Figure 1. The curriculum product development process (Worthen, 1979).

Part I: Specifications for Audiovisual Materials

Listed in this section are the technical and substantive specifications for audiovisual materials produced by the staff of the R & D Center Project on Instructional Programming for the Individual Student in Secondary Schools.

The project staff developed two types of audiovisual materials: filmstrips with sound cassettes, and audiocassettes without films. These materials are designed to be used specifically by two groups: staff of local schools for staff development and inservice programs; and students in college courses dealing with secondary school teaching or educational administration.

Filmstrip Series for the Wisconsin Program for the Renewal and Improvement of Secondary Education

Filmstrips and Accompanying Cassettes--Technical Specifications

During 1978 through 1980, nine filmstrips and accompanying cassettes are being produced. In most cases, these filmstrips and cassettes correspond to the comprehensive objectives of the Design for the Improvement and Refinement of Secondary Education (Klausmeier, 1979). Six of the filmstrips and cassettes are produced through funds from the budget of Faculty Associate Klausmeier while three are funded from the budget of Faculty Associate Lipham.

Each of the nine filmstrips and cassettes will comply with the following technical specifications:

A. Filmstrips will use color photography and will be approximately 110 frames in length, including informational leads and follow frames.

B. Each filmstrip will be approximately 25 minutes in length.

C. About 75% of the frames in each filmstrip will consist of photographs taken on location. This will include split frames. About 15% will be burn-throughs over photography, and about 10% will be full-frame with art or art alone.

D. Production of each filmstrip will be carried out by a professional shooting crew with proven classroom and filmstrip experience.

E. Depending on the particular filmstrip, three or four secondary schools (middle, junior, or senior high schools) will be illustrated in each filmstrip.

F. Each filmstrip will include a frame which gives credit to the National Institute of Education and the University of Wisconsin. In addition, there will be a disclaimer statement indicating that the content of the filmstrip is not meant to reflect the opinions or policy of the National Institute of Education.

G. Accompanying cassettes will be produced by the same company contracted to carry out the production of the visuals.

H. Cassettes will require the use of a professional narrator and six to nine character voices. Each visual will include a statement indicating that voices on the accompanying cassette are those of professional actors and not the persons shown in the visuals.

I. Accompanying cassettes will be produced so as to allow one side of the cassette to be used with filmstrip projectors which do not have automatic advance features. This side of the cassette is designated "Manual Advance" and will contain audible cues to indicate frame changes. The opposite side of the cassette, to be designated "Automatic Advance," will be an exact duplicate of the "Manual Advance" except that there will be no audible cues. Instead, the tape will be programmed with inaudible 50 Hz pulses which will make the cassette compatible with the automatic advance features of Du Kane sound/filmstrip projectors.

Filmstrips and Accompanying Cassettes--Substantive Specifications

The nine filmstrips and accompanying cassettes, as a total package, address the needs of practitioners and others who want information about one or more of the comprehensive objectives, wish to implement major program changes in their schools, or wish to reinforce or improve existing school practices. As a result, there are awareness, commitment, and refinement and renewal objectives.

A. Awareness objectives

1. To allow experienced school practitioners and preservice educational personnel to gain knowledge about one or more of the comprehensive objectives of the Design for the Improvement and Refinement of Secondary Education.

2. To expand the awareness of experienced school practitioners and preservice educational personnel about alternative educational practices used by different secondary schools in the United States.

B. Commitment objectives

1. To bring about changes in the attitudes and beliefs of experienced school practitioners regarding one or more of the comprehensive objectives.
2. To encourage practitioners and preservice personnel to learn more about the comprehensive objectives.
3. To aide practitioners and preservice personnel in recognizing alternative practices utilized by other secondary schools.

C. Refinement and renewal objectives

1. To provide information to practitioners reinforcing or reaffirming existing practices.
2. To provide information for changing or modifying current practices in a school.
3. To assist practitioners by supplying information to use as a starting point for developing a strategy for improving the educational practices of a school.

Each of the nine filmstrips and cassettes also has specific objectives. The following section will list the titles of each filmstrip and cassette, present a short synopsis of content, and list the

desired cognitive and affective objectives and competencies. This material is a synthesis of specifications included in the original bid documents prepared before producing the filmstrips during 1978-79.

A. Instructional Programming for the Individual Student in Secondary Schools

In this filmstrip, the seven steps of a generic model of instructional programming for the individual student are presented as they are applied to basic skills instruction in secondary schools. Exemplary practices are explained and illustrated in one middle school and two senior high schools.

The specific film use objectives are:

1. To list the seven steps of the generic model of instructional programming for the individual student.
2. To define the eight patterns of instructional programming for the individual student.
3. To give examples of how independent study, one-to-one activities, small-group activities, and large-group activities may be used in carrying out instructional programming for the individual student.

Attainment of these objectives can be assessed by multiple-choice tests, interviews, or simulations.

After using the filmstrip, the experienced practitioner should be able to employ the generic model of instructional programming for the individual student as a basis for planning, implementing, and evaluating in a basic skill area, and in other curricular areas.

These competencies can be demonstrated by actual or simulated participation in a secondary school that is planning a program of instruction according to the steps of the generic model.

The user's affective objectives of this filmstrip are:

1. To endorse the generic model of instructional programming for the individual student as a way of planning, implementing, and evaluating programs of instruction in basic skills and other curricular areas.
2. To express an interest in learning more about instructional programming for the individual student.

B. Objective-based Instruction in Secondary Schools

This filmstrip presents objective-based instruction carried out in one middle school and two senior high schools. Attention is focused on applying the basic skills of mathematics, reading, and language arts.

Specific cognitive objectives for experienced practitioners who use this filmstrip are:

1. To define and give examples of two kinds of objectives: less detailed, terminal objectives intended for a long period of instruction such as a semester or school year, and more detailed objectives intended for a short period such as a particular instructional unit.
2. To give examples of how specific detailed objectives may be combined into broader objectives.

3. To describe how instruction in a basic skills area may proceed according to either of two patterns:
   a. Common objectives that all students are expected to attain at individual rates to the same criterion of mastery, taking the units of instruction in reading, mathematics, or writing in an invariant sequence.
   b. Variable objectives that students are to attain to a criterion of mastery or to a level appropriate for the individual student; each student to attain objectives in accord with the student's educational and career plans.
4. To describe how instruction in a basic skills or other curricular area is carried out in accord with the seven-step generic model of instructional programming for the individual student.
5. To elaborate on each of the following requirements for an instructional team to implement instructional programming for the individual student:
   a. Formulate or identify objectives and identify or develop related evaluation tools.
   b. Identify or develop instructional activities for each set of objectives.

c. Develop strategies for dealing with differences among students in rate of attaining objectives and other characteristics.

d. Develop a system for managing the use of objectives and for keeping track of each student's progress.

e. Provide for systematic evaluation of each student's instructional program.

6. To describe the role of students in deciding their own instructional objectives and in deciding appropriate activities to attain the objectives.

Attainment of these objectives can be assessed by multiple-choice tests, interviews, or simulations.

Experienced practitioners should be able to demonstrate the following competencies after using the filmstrip:

1. Identify statements of broad, terminal objectives and specific, detailed objectives for particular units of instruction.

2. Demonstrate the ability to combine lists of specific, detailed objectives into broad, comprehensive objectives.

3. Use the information in the filmstrip for planning objective-based instruction in a basic skills or other curricular area.

Demonstration of these competencies can be carried out in simulated or actual experiences in a school that is planning a program of objective-based instruction.

The user's affective objectives of this filmstrip are:

1. To endorse objective-based instruction in a basic skills or other curricular area.
2. To be convinced that objective-based instruction does not represent only a complex system of specifying behavioral objectives for each action that a student is to carry out.
3. To express interest in starting or improving objective-based instruction in a basic skills or other curricular area.

C. Administrative Arrangements for Shared Decision Making in Secondary Schools

This filmstrip illustrates exemplary alternative administrative arrangements in one middle school and three senior high schools.

Specific cognitive objectives for experiences practitioners who use this filmstrip are:

1. To list four alternative administrative arrangements and structures which make shared decision making in middle and senior high schools easier.

2. To indicate the major leadership and decision-making responsibilities of principals, counselors, teachers, and others.

Comprehension of these objectives can be assessed by short multiple-choice examinations, interviews, or case analyses.

Experienced practitioners should be able to demonstrate the following competencies:

1. To use the information as a basis for planning administrative arrangements of an existing secondary school.
2. To use the information as a basis for planning administrative or organizational changes needed to increase the level of participation in decision making in an existing secondary school.

These competencies can be demonstrated through simulation exercises or through participation in a project in an actual school.

The user's affective objectives of this filmstrip are:

1. To express interest in learning more about instructional programming for the individual student in secondary schools.
2. To express the desire to change or modify existing administrative arrangements for shared decision making in secondary schools.
3. To express interest in adapting any of the four illustrated organizational models to a specific existing school situation.

D. Work and Other Career Education Activities in Secondary Schools

This filmstrip explains educational activities that use community facilities and work experience programs that are designed to complete the total educational program of individual secondary school students. Programs at two senior high schools, one middle school, and one junior high school are illustrated.

Specific cognitive objectives for experienced practitioners who use this filmstrip are:

1. To give examples of paid and nonpaid work experiences which allow students in secondary schools to have more complete educational programs.
2. To describe the ways in which work and other career education activities in secondary schools support the philosophies of schools with programs designed for individual students.
3. To explain the differences between and give examples of programs designed to provide students with opportunities to receive career awareness and exploration as opposed to career preparation.
4. To give examples of career awareness, career exploration, and career preparation programs.

Comprehension of these objectives can be assessed by short, multiple-choice tests, interviews, or simulations.

Experienced practitioners should also be able to demonstrate the following competencies:

1. Indicate the effectiveness of a school's current work program and other career education activities.
2. Work with other practitioners in a school to formulate strategies for evaluating existing work programs and other career education activities.
3. Work with other persons in the school and community to design work programs and other career education activities.

These competencies can be demonstrated during meetings of school-wide decision-making groups such as the Instructional Improvement Committee, or in simulations of these group meetings.

The user's affective objectives of this filmstrip are:

1. To accept the possibility that more work and other career education activities might be helpful to many students who currently do not participate in these activities.
2. To understand that meaningful work and other career education activities may be implemented in various forms, depending upon local school or school district conditions.
3. To endorse the notion that work programs and other career education activities are important ways of completing students' total educational programs.
4. To express the desire to work with others in the school and community in arranging for these educational experiences.

E. Student Decision Making in Secondary Schools

This filmstrip focuses on the role of students in one middle school, one junior high school, and two senior high schools who are becoming involved in the process of making decisions which affect their own educational programs, school-wide instructional programs, and school-wide policies.

Specific cognitive objectives for experienced practitioners who use this filmstrip are:

1. To give examples of the types of decisions which students are able to make independently concerning the specific objectives and activities within a course or unit of instruction.
2. To give specific examples of how students are able to become actively involved in making decisions related to school-wide issues.
3. To explain the role of administrators, counselors, and teachers in helping students make wise decisions.
4. To explain how increased involvement of students in decision making is an important learning experience which helps to complete an educational experience.
5. To illustrate ways in which older secondary school students are given increasing responsibility in the decision-making process.

Comprehension of these objectives can be assessed by short, multiple-choice tests, interviews, or simulations.

Experienced practitioners and others who use this filmstrip should be able to demonstrate the following competencies:

1. To evaluate the role of students in decision-making processes of an existing secondary school.
2. To formulate plans and strategies to increase student involvement in making decisions which affect them.

These competencies can be demonstrated during meetings of school-wide decision-making groups such as the Instructional Improvement Committee, or in simulations of these group meetings.

The user's affective objectives are:

1. To express an interest in determining ways to increase student involvement in the decision-making processes of secondary schools.
2. To recognize that the extent to which students become involved with the decision-making processes of a school will depend on students' ages and other characteristics.
3. To recognize that wise decision making by students, regardless of its extent, enhances the quality of the students' total educational experience.
4. To recognize that the role of teachers, counselors, and administrators must change to secure effective participation in decision making by students.

F. Instruction and Advisory Arrangements in Secondary Schools

This filmstrip explains alternative exemplary arrangements for teaching teams in two middle and two senior high schools. Examples show the operations of teams as they fulfill the major functions of organizations for instruction and student advisement.

The cognitive objectives that should be attained by experienced practitioners and others who use this filmstrip are:

1. To list the five major functions of organizations for instruction and student advisement:
   a. Planning cooperatively
   b. Teaching cooperatively
   c. Evaluating student progress in courses and other learning activities
   d. Advising students
   e. Reporting student progress to parents
2. To explain the interlocking nature of these five functions.
3. To explain the operational and managerial considerations which must be accounted for by any school which adopts any of the illustrated organizations for instruction.
4. To compare and contrast the four organizations depicted in the filmstrip.

Comprehension of these objectives can be assessed by short, multiple-choice tests, interviews, or simulations and case analyses.

Experienced practitioners and others who use this filmstrip should be able to demonstrate the following competencies:

1. To suggest ways in which the operational issues depicted might be considered by the staff of an existing school to make implementing an organization for instruction and student advisement easier.
2. To establish priorities for the functions of organizations for instruction cited in this filmstrip, according to the perceived needs of an existing school.
3. To list ways in which the organizations for instruction illustrated may be used to support the existing instructional practices.

These competencies can be demonstrated during meetings of school-wide decision-making groups such as the Instructional Improvement Committee, or in simulations of these group meetings.

The user's affective objectives are:

1. To express an interest in finding an appropriate organization for instruction to support the teaching-learning process in an existing secondary school.
2. To recognize that organizations for instruction which fulfill the functions outlined in the filmstrip have a beneficial impact on both students and staff outcomes.

3. To recognize that modifications in the existing roles of administrators, teachers, counselors, and others must allow for the adoption of new forms of organization for instruction and student advisement.

G. Curricular Patterns in Secondary Schools

This filmstrip illustrates the curricular patterns of two middle and two senior high schools and how they have set up course offerings and other educational experiences to meet the needs of individual students. Attention is focused on the curricular offerings available to typical students in the four schools.

Specific cognitive objectives for this filmstrip are:

1. To indicate how differences among students in their educational achievements, rate of cognitive development, career goals, and other characteristics are reflected by the curricular patterns in some secondary schools.
2. To indicate how some societal demands are reflected in the curriculum of modern secondary schools.
3. To explain how the total educational program of an individual student takes into account both the individual student's characteristics and also existing societal demands.
4. To describe how the total educational programs of individual students are related to the school's curriculum.

5. To explain the relationship between the school's instruction and advisory arrangements and how students' educational programs are planned, implemented. and evaluated.

Comprehension of these objectives can be assessed by short, multiple-choice tests, interviews, or simulations.

Experienced practitioners and others who use this filmstrip should be able to demonstrate the following competencies:

1. Indicate the courses and other educational experiences currently existing as part of the curriculum of an existing secondary school and explain which ones may be most suitable for students of differing characteristics.
2. Formulate strategies for developing curricular patterns which are able to meet both individual student needs and the societal demands of a particular locale.

These competencies can be demonstrated during meetings of school-wide decision-making groups such as the Instructional Improvement Committee, or in simulations of these group meetings.

The user's affective objectives are:

1. To recognize that both societal demands and individual student needs must be taken into account when organizing and revising a school's curriculum.

2. To value the importance of providing a curriculum with many different educational experiences for secondary school students.
3. To desire to contribute to curricular renewal and improvement.

H. A Plan for Evaluating Student Outcomes in Secondary Schools

This filmstrip and accompanying cassette illustrates how one middle and one senior high school have undertaken a comprehensive plan for developing strategies to determine the effectiveness of their total educational programs as well as the quality of individual student learning.

The cognitive objectives for experienced practitioners and others are:

1. To explain the role of objectives in evaluation.
2. To indicate how four types of evaluation techniques are used in evaluating student progress in course work: written tests; performance tests; work samples; and teacher observations.
3. To explain how standardized educational achievement tests, tests of mental ability, and other information may be used in annually evaluating each student's total educational program.

4. To describe an evaluation design that the staff of a school may use in the annual evaluation of the total educational program of the school.

Comprehension of these objectives can be assessed by short, multiple-choice tests, interviews, or simulation exercises.

Experienced practitioners and others who use this filmstrip should be able to demonstrate the following competencies:

1. Formulate a design for evaluating an individual student's program for a semester or school year.
2. Formulate a design for evaluating the total educational program of an existing secondary school on an annual basis.

These competencies can be demonstrated in actual or simulated meetings of a school-wide decision-making group such as an Instructional Improvement Committee.

The user's affective objectives are:

1. To indicate an awareness of the importance of systematically evaluating the educational program of the individual student and of the total educational program of a school as well as groups of students within the school.
2. To accept participation in systematic evaluation as an ordinary expectation of the role of the secondary school teacher.
3. To want to participate in evaluation designs and activities.

I. Teacher/Advisor Programs in Secondary Schools

This filmstrip explains the functioning of teacher/advisor programs in two middle and two senior high schools. Emphasis is placed on some operational issues which must be considered before a school adopts a teacher/advisor program.

The cognitive objectives for experienced practitioners and others are:

1. To list and give examples of the different possible functions of teacher/advisor programs: giving academic advice; strengthening of home-school-community relations; increasing intra- and extra-school communication; and promoting personal growth and development.
2. To indicate alternative formats for teacher/advisor programs.
3. To specify the conditions which must exist before a secondary school can implement a teacher/advisor program.

Comprehension of these objectives can be assessed through the use of short, multiple-choice tests, interviews, simulations, or case analyses.

The experienced practitioner--teacher, counselor, or administrator--should be able to demonstrate the following competencies in:

1. Evaluating the role of the teacher/advisor in secondary schools.

2. Planning and carrying out arrangements to make adopting a teacher/advisor program easier in an existing secondary school.

These competencies can be demonstrated in actual or simulated meetings of a school-wide decision-making group such as the Instructional Improvement Committee or in meetings of teaching teams such as teachers of an Instruction and Advisory Unit.

The user's affective objectives are:

1. To recognize that implementing a teacher/advisor program at the secondary school level is an important feature of a school which is attempting to address the educational, personal, and career goals of each student.
2. To recognize that the role of the teacher, counselor and administrator must change significantly for the school to implement an effective teacher/advisor program.
3. To recognize that the type of regular increased interpersonal contact between teachers and students brought about in teacher/advisor programs is a desirable feature for a school.

Study Guides to Accompany Each Filmstrip and Cassette

Accompanying printed study guides for each of the nine filmstrips and cassettes will also be prepared. The objectives for each study guide are:

1. To provide users of the filmstrips and accompanying cassettes with a complete script to assist in the proper synchronization of the material during projection.

2. To list the cognitive and affective objectives and the desired competencies for each filmstrip and its accompanying cassette.
3. To assist users in the proper projection of the visual.
4. To suggest discussion questions which may be used by consumers for the purpose of attaining the desired objectives and competencies.
5. To specify the comprehensive objective of the Complete Design which a particular filmstrip and accompanying cassette addresses.
6. To suggest various additional materials which may be used with the filmstrip and cassette to support the attainment of the desired comprehensive objective.
7. To outline possible utilization strategies for the filmstrip and accompanying cassette when they are presented to any of their intended audiences.

Schools' Practice Audiocassettes

Schools' Practice Audiocassettes--Technical Specifications

During 1979 through 1980, a series of nine audiocassettes without accompanying visual materials will be produced. These audiocassettes will correspond to and be correlated with the nine filmstrips and accompanying cassettes described earlier and also with the comprehensive objectives of the Design for the Improvement and Refinement of Secondary Education. These audiocassettes are designed

as supplementary materials to be used in conjunction with the filmstrip and cassette series. Each will feature brief interviews with practitioners from middle, junior high, and senior high schools which have programs illustrating the operation of one of the comprehensive objectives.

Funds for six of the supplementary audiocassettes will be taken from the budget of Faculty Associate Klausmeier and three will come from the budget of Faculty Associate Lipham.

Each of the nine supplementary audiocassettes will comply with the following technical specifications:

A. Audiocassettes will be produced on C-60 cassette tapes and will use both sides of the tape. One side of each tape will contain discussions about material of particular interest to practitioners in senior high schools, while the material on the other side will contain specific information of interest to middle and junior high school practitioners.

B. On each side of each audiocassettee, four practitioners from two secondary schools will explain the experiences they have had with implementing one of the comprehensive objectives in their schools.

C. Recording sessions for each audiocassette will take place in Madison and will use the production facilities of the University of Wisconsin-Madison.

D. The recording tapes used in producing the supplementary audiocassettes will be of high quality and will be compatible for use in all standard cassette players/recorders.

E. Each audiocassette will include a statement giving credit for funding from the National Institute of Education and the University of Wisconsin. A disclaimer statement will also be included to indicate that the opinions expressed in the recording do not necessarily reflect the policy of the National Institute of Education.

Schools' Practice Audiocassettes--Substantive Specifications

The nine schools' practice audiocassettes, as a total package, are designed to meet objectives that are appropriate for persons interested in gaining initial information concerning one or more of the comprehensive objectives of the total design (Awareness objectives), for those in the process of making specific changes in their schools (Changeover objectives), and for those interested in making slight modifications in existing practices (Refinement and Renewal objectives).

A. Awareness objectives

1. To allow experienced school practitioners and preservice educational personnel to gain knowledge about one or more of the comprehensive objectives for improving and refining secondary education.
2. To allow experienced school practitioners and preservice educational personnel to hear how one or more of the comprehensive objectives are currently functioning in existing secondary schools.
3. To aid practitioners and others in recognizing the value of alternative educational practices used by secondary schools.

B. Changeover objectives

1. To bring about changes in attitudes and beliefs of school practitioners and others regarding one or more of the comprehensive objectives.
2. To encourage practitioners and others to learn more about the comprehensive objectives.
3. To allow experienced practitioners to determine the feasibility of implementing one or more of the comprehensive objectives in their schools.
4. To allow experienced school practitioners and preservice educational personnel to hear the process that other secondary schools have followed in implementing one or more of the comprehensive objectives.

C. Refinement and renewal objectives

1. To provide information to practitioners which may be used to reaffirm or reinforce existing educational practices.
2. To provide information which may be applied to changing or modifying current practices in a secondary school.
3. To assist practitioners by supplying information which may be used as a starting point for developing a strategy or plan for improving the educational practices of a particular school.

These awareness, changeover, and refinement and renewal objectives for the supplementary audiocassettes are directed specifically at two potential consumer groups. The first is the staff, either individually or as a group, of a secondary school for use in their local inservice programs. The second is composed of students in college courses dealing with secondary school teaching or administration.

The desired cognitive and affective objectives for the nine schools' practice audiocassettes are as follows:

A. Experiences of Two Middle and Two Senior High Schools with Instructional Programming for the Individual Student

In this tape, teachers and administrators from two middle (side A) and two senior high schools (side B) participate in a panel discussion. They explain what is done in their schools to assure that the academic, personal, and career goals of each student are met. This audiocassette supplements the filmstrip Instructional Programming for the Individual Student in Secondary Schools. The cognitive objectives for listeners are:

1. To understand ways in which courses as well as other educational experiences can provide instructional programs which address the career goals, learning styles, and other characteristics of individual students.
2. To give examples of ways individual courses can be flexible enough to provide instructional programs which meet individual student's needs.

Attainment of these objectives can be assessed through interviews, simulation exercises, or case analyses.

The affective objectives for listeners are:

1. To recognize that providing instructional programming for the individual secondary school student implies a school-wide commitment to that goal on the part of teachers, counselors, and administrators.
2. To recognize the benefits for staff and students inherent in a school that provides instructional programming for the individual student.
3. To understand the efforts which must be made by the staff of a school in planning and implementing instructional programming for the individual student.
4. To understand, if both sides A and B are listened to, the differences between a total educational program of courses and other learning experiences as defined in middle and senior high schools.

B. Experiences of Two Middle Schools and Two Senior High Schools with Objective-Based Instruction

In this audiocassette, four representatives from two middle (side A) and four from two senior high schools (side B) explain how objectives are used to guide instruction in their schools. This audiocassette is designed to be used with the filmstrip, Objective-based Instruction in Secondary Schools. The cognitive objectives for

listeners are:

1. To explain how objectives can be used to guide instruction in basic skills and other curricular areas in secondary schools.
2. To give examples of ways in which using objectives provides teachers with methods for continually monitoring student progress in different courses.
3. To explain the differences between detailed specific learning objectives and objectives intended for longer periods of instruction.
4. To give examples of recordkeeping systems utilized to keep track of students' attainment of objectives.

Attainment of these objectives can be assessed through the use of interviews, simulation exercises, or case analyses.

The affective objectives for listeners are:

1. To recognize that teachers must be allocated an adequate amount of time for writing objectives to be used in their courses.
2. To recognize that keeping track of objectives is not as difficult as many might assume and that there are ways of streamlining this task.
3. To recognize that implementing objective-based instruction requires thoughtful planning on the part of the school staff.

4. To endorse the use of objectives as a way of guiding instruction in secondary schools.
5. To understand, if both sides A and B are listened to, the differences between the use of objectives in middle and senior high schools.

C. Experiences of Two Middle and Two Senior High Schools with Administrative Arrangements for Shared Decision Making

In this audiocassettee, teachers, counselors, and administrators from one middle (side A) and two senior high schools (side B) discuss how their schools have been organized to make shared decision making easier among all persons in the school. This audiocassette supplements the filmstrip, Administrative Arrangements for Shared Decision Making in Secondary Schools. The cognitive objectives for listeners are:

1. To define and give examples of administrative arrangements which have been adopted to promote shared decision making.
2. To explain the procedures followed by the illustrated schools as they adopted these administrative and organizational arrangements.
3. To list the perceived benefits of these arrangements.

Attainment of these objectives can be assessed through the use of interviews, simulations, or case analyses.

The affective objectives for listeners are:

1. To endorse the concept of providing opportunities for all involved persons to participate in the decision-making processes of a school.

2. To express the desire to adopt administrative arrangements for shared decision making in existing secondary schools.
3. To understand that shared decision making does not imply a loss of control by administrators, teachers, or counselors.
4. To understand, if both sides A and B are listened to, differences which exist between the implementation of shared decision-making arrangements in middle and senior high schools.

D. Experiences of Two Middle and Two Senior High Schools with Instruction and Advisory Arrangements

In this audiocassette, teachers, administrators, and counselors from two middle (side A) and two senior high schools (side B) discuss how their schools have been organized so that teachers are able to plan together to provide for cooperative teaching, evaluating student progress, advising students, and reporting to parents. This supplementary audiocassette is designed to be used with the filmstrip, Instruction and Advisory Arrangements in Secondary Schools. The cognitive objectives for listeners are:

1. To define and give examples of alternative organizations for instruction and student advisement.
2. To explain the processes followed by the illustrated schools as they adopted these organizational arrangements.

3. To list the most important considerations that were taken into account by schools that have implemented alternative organizations for instruction and advisement.
4. To list the perceived benefits from these organizational arrangements.

Attainment of these objectives can be assessed through interviews, written tests, simulations, or case analyses.

The affective objectives for listeners are:

1. To endorse the concept of permitting teachers to work together to allow for effective instruction and advisement of students.
2. To express the desire to adopt instruction and advisory arrangements in existing secondary schools.
3. To understand that, although the illustrated instruction and advisory arrangements may mean increased responsibilities for teachers, the benefits of such arrangements are more important than other considerations.
4. To understand, if both sides A and B are listened to, differences which must be addressed in the organizations for instruction in middle and senior high schools.

E. Experiences of Two Middle and Two Senior High Schools with Student Decision Making

Side A contains discussions by representatives of one middle and one high school about the decision making processes in which

middle and junior high school students are involved. Side B presents discussions by representatives of two senior high schools concerning the role of students in making decisions at that level. Emphasis is placed on explanations of how this level of participation evolved in each school. This audiocassette is designed for use after the filmstrip, Student Decision Making in Secondary Schools. The cognitive objectives for listeners are:

1. To give examples of how students are involved with making decisions related to courses and units of instruction, their total educational programs, and school-wide issues.
2. To explain the processes followed in one or more of the illustrated schools in developing increased student decision making.
3. To indicate problems that schools have encountered in their efforts to increase student involvement in decision making.

The attainment of these cognitive objectives may be assessed through the use of interviews, case analyses, or simulation exercises.

The affective objectives for listeners are:

1. To understand the important role that increased student involvement in decision making has in the process of enabling meaningful transition from adolescence to adulthood.
2. To appreciate the need to allow secondary school students the opportunity to make decisions relating to their own total educational programs.

3. To recognize, if both sides A and B are used, that differences exist between the extent of involvement possible by middle and senior high school students.

F. Experiences of Two Middle and Two Senior High Schools with Work and Other Career Education Activities

This audiocassette, designed to supplement the filmstrip, Work and Other Career Education Activities, contains discussions by representatives of one middle and one junior high school (side A) and two senior high schools (side B). They discuss ways in which the total educational programs of their students are enriched by using appropriate work and other career education activities. Explanations of how specific career education programs were initially developed in the illustrated schools are given. The cognitive objectives for listeners are:

1. To understand the different types of career education activities which are used at appropriate levels of secondary schooling. The attainment of this objective depends on listening to both sides A and B of the tape.
2. To explain the various ways in which work and other career education activities may be used to complete existing educational programs in secondary schools.
3. To understand how different secondary schools began their programs of career education and what difficulties they have encountered during the initial implementation of those programs.

Attainment of these objectives can be assessed through interviews, simulations, or case analyses.

The affective objectives for users are:

1. To appreciate the variety of work and other career education activities possible in secondary schools.
2. To recognize the educational benefits available to secondary school students as the result of their work and other career education activities.

G. Experiences of Two Middle and Two Senior High Schools with Curricular Patterns

In this audiocassette, representatives from two middle (side A) and two senior high schools (side B) explain the ways their schools have developed curricula that meet the academic, career, and personal goals of each student and which are also responsive to the concerns of the external environment. This audiocassette is designed to be used with the filmstrip, Curricular Patterns in Secondary Schools. Specific cognitive objectives for listeners are:

1. To understand the nature of the curricular patterns described in each of the illustrated schools.
2. To explain how these different curricular patterns were developed in each school.

Attainment of these cognitive objectives can be ascertained through interviews, simulation exercises, or case analyses.

The affective objectives for listeners are:

1. To appreciate the need for schools to develop curricular patterns which take into account the varying needs and interests of students.
2. To recognize that providing educational programs that meet the needs of individual students must be linked to school-wide curricular patterns which have the same objective.
3. To recognize that the adoption of such patterns are possible only through a great deal of planning by the school staff.
4. To recognize, if both sides A and B are listened to, that differences exist with regard to the curricular patterns of middle and senior high schools.

H. Experiences of Two Secondary Schools with A Design for Evaluating Student Outcomes

Representatives from one middle and one senior high school explain the evaluation design their schools have adopted. The design evaluates the effectiveness of individual student learning in particular classes and also the effectiveness of total educational programs for individual students and for an entire school. This audiocassette, to be used after the filmstrip, A Design for Evaluating Student Outcomes in Secondary Schools, devotes side A to the middle school and side B to the senior high school. The desired cognitive objectives for listeners are:

1. To explain how two secondary schools have adopted ways of evaluating their own complete educational programs.

2. To explain an evaluation design where schools are able to systematically evaluate the extent to which students' educational programs are meeting their career goals, academic needs, personal interests, and learning styles.
3. To understand that the illustrated schools and similar schools are able to carry out their own evaluation efforts with little or no support from external agencies.

Attainment of these objectives may be assessed through interviews, simulations, or case analyses.

The affective objectives for listeners are:

1. To express an interest in adopting a design for evaluation similar to the one described by the participants in the audiocassette.
2. To appreciate that an ongoing evaluation design is a necessary feature for any school with the overall objective of providing an educational program intended to meet each student's unique needs and interests.

I. Experiences of Two Middle and Two Senior High Schools with Teacher/Advisor Programs

Representatives from two middle (side A) and two senior high schools (side B) discuss the functioning of teacher/advisor programs. Emphasis is placed on the current operation of the programs and also on the steps that were taken by the schools during the

initial implementation of their programs. This audiocassette supplements the filmstrip, Teacher/Advisor Programs in Secondary Schools. The desired cognitive objectives for listeners are:

1. To explain that teacher/advisor programs have as their functions academic advisement; improvement of intra- and extraschool communication; strengthening of home-school-community relations; and development of personal growth and interpersonal skills by students.
2. To explain the procedures used by the featured secondary schools in implementing their teacher/advisor programs.

The attainment of these objectives can be determined through written tests, interviews, simulation exercises, or case analyses.

The affective objectives for users are:

1. To recognize that, through the use of teacher/advisor programs, there may be a significant improvement in affective outcomes for secondary school students.
2. To recognize that teacher job satisfaction can also be increased because of the closer relationships which exist in schools with teacher/advisor programs.
3. To appreciate that the adoption of a teacher/advisor program requires a great deal of planning by the staff of a secondary school.

4. To appreciate, if both sides A and B are listened to, the differences which exist between the operation of teacher/advisor programs in middle and senior high schools.

Specifications for Follow-up Activities Related to the Audiovisual Materials

After these audiovisual materials have been developed, they will be distributed to a limited number of users for pilot testing. Users will be persons responsible for staff development activities in secondary schools and professors of secondary education and educational administration. These persons will be expected to report to R & D Center personnel about the conditions under which the materials were used, the strategies employed while using the materials, and the perceived quality and effectiveness of the materials. As the pilot tests are concluded, materials will be revised either technically or substantively. It is possible that, as a result of these revisions, objectives and competencies which are delineated in this paper may be modified or deleted. New objectives may also be needed in certain instances.

Part II: Specifications for Printed Materials for the Wisconsin Program for the Renewal and Improvement of Secondary Education

From 1979 through 1981, the project staff of the Wisconsin Program for the Renewal and Improvement of Secondary Education will respond to needs of practitioners, professors, and others by

producing four major publications. They will present a total design for improving and refining secondary education according to 10 comprehensive and interlocking objectives. These publications will be written by Faculty Associates Klausmeier and Lipham and Project Coordinator Daresh, with occasional assistance from external consultants. Publications will include a substantive book on secondary education, two implementation guides (one for middle and junior high schools and one for senior high schools), and a guide for college and university professors who wish to use the materials of the Wisconsin Program in their undergraduate and graduate classes.

The next section of this paper will provide the working titles and intended audiences for the printed materials. Second, there will be a short overview of each publication's content. Third, the technical specifications for the printed materials will be listed. Finally, the desired objectives for each publication will be stated.

Substantive Book: Toward the Renewal and Improvement of Secondary Education

This book will consist of 13 chapters; each will be authored by members of the project staff. The chapters will correspond to the comprehensive objectives of the design for the improvement and refinement of secondary education. The working titles of the 13

chapters and the project staff members who will be responsible for writing them are as follows:

Chapter I: Introduction and overview of the total design for the improvement and renewal of secondary education (Klausmeier)

Chapter II: Administration of the secondary school (Lipham)

Chapter III: Organization for instruction (Lipham)

Chapter IV: Teacher/advisor programs in secondary schools (Lipham and Daresh)

Chapter V: Instructional programming for the individual student (Klausmeier)

Chapter VI: Basing instruction on objectives (Klausmeier)

Chapter VII: Curricular patterns (Klausmeier)

Chapter VIII: Student decision making (Klausmeier)

Chapter IX: Community learning and work experiences (Klausmeier)

Chapter X: Evaluation (Klausmeier)

Chapter XI: Home-school-community relations (Daresh)

Chapter XII: Internal and external supportive arrangements (Daresh)

Chapter XIII: Continuing research and development (Klausmeier, Lipham, and Daresh)

Intended audiences. The intended audiences for this book are:

1. Secondary school teachers, counselors, and administrators interested in improving educational practices in their schools.

2. Professors of undergraduate and graduate courses in secondary education and educational administration who wish to use the book as either a primary or supplementary text.
3. Others interested in improvement and renewal efforts in secondary education.

Content overview. Each chapter will fully explain the related comprehensive objective. There will also be a discussion of the underlying theoretical and conceptual assumptions which serve as the basis for that particular objective. A brief review of relevant literature associated with the theory and concepts will be included. Each chapter will also present examples of middle, junior high, and senior high schools which have attempted to address, in a variety of ways, the conceptual foundations inherent in the comprehensive objective.

Technical specifications. This book on secondary education will comply with the following technical specifications:

1. The book will be either cloth- or paper-bound.
2. The publisher will be determined after the first draft of all chapters is completed.
3. The book will be produced so it is attractive to potential consumers. This will be achieved through the use of art work, black-and-white photographs, and other illustrations.

Objectives. The major objectives to be attained by users of this substantive book are:

1. To acquire a thorough understanding of the design for improving and refining secondary education.
2. To learn how local schools may apply each comprehensive objective of the design for improving and refining secondary education.
3. To be aware of the strategies and materials that local schools may use in their improvement and refinement efforts.

Guides for the Use of Printed and Audiovisual Materials for the Wisconsin Program for the Renewal and Improvement of Secondary Education

1. Middle School Practices Improvement Guide for the Wisconsin Program for the Renewal and Improvement of Secondary Education
2. Senior High School Practices Improvement Guide for the Wisconsin Program for the Renewal and Improvement of Secondary Education

These guides, to be compiled and edited by Daresh with appropriate consultant help, will be designed as training aides for use by the staff of local secondary schools in arranging their own programs of school improvement and refinement.

The guides will be organized according to the 10 comprehensive objectives of the design for the improvement and refinement of secondary education. The content outline for the guides will be as follows:

Chapter I: Introduction

Chapter II: Overview of the 10 comprehensive objectives of the design for improvement and refinement of secondary education

Chapter III: Overview of the Wisconsin Program for the Renewal and Improvement of Secondary Education

Chapter IV: Possible alternative staff development strategies

Chapter V: How to use the guide

Chapter VI: Administrative arrangements for shared decision making

Chapter VII: Instruction and advisory arrangements (Part A--Organizing for instruction; Part B--Teacher/Advisor programs)

Chapter VIII: Instructional programming for the individual student (Part A--A seven-step model to guide instruction; Part B--Arranging a complete educational program for each individual student; Part C--Basing instruction on objectives)

Chapter IX: Curricular patterns

Chapter X: Work and other career education activities

Chapter XI: Student decision making

Chapter XII: A design for evaluating student outcomes

Chapter XIII: Home-school-community relations

Chapter XIV: Internal and external supportive arrangements

Chapter XV: Continuing research and development

Intended audiences. The intended audiences for these guides are:

1. (For the middle school guide)--Middle school teachers, counselors, and administrators interested in improving educational practices in their schools.
2. (For the senior high school guide)--Senior high school teachers, counselors, and administrators interested in improving educational practices in their schools.
3. Professors of secondary education and educational administration interested in presenting staff development strategies to preservice personnel enrolled in their college and university classes.
4. Others interested in improvement and refinement efforts in secondary education.

Content overview. Each chapter in both guides will begin with a statement of the appropriate comprehensive objectives. Next, the reader will be presented with a number of enabling objectives designed to help implement the comprehensive objective in a local school.

This will be followed by brief case studies of one or more schools which have already adopted that objective. Emphasis will be placed on the strategies which were followed by the school during its implementation process. Each chapter will conclude with a list of additional activities and resources which might be helpful to readers if they wish to learn more about the comprehensive objective (awareness activities), adopt it in their own schools (changeover activities), or improve an existing practice in their schools (refinement and renewal activities).

Although each guide may be read in its entirety, they will be designed specifically for use by individuals or small groups who may wish to read only those sections which are of most interest at a particular time. Chapters will be prepared so they may be followed without external explanations.

Technical specifications. The two school practices improvement guides will comply with the following technical specifications:

1. Both guides will be prepared in a loose-leaf format with a two- or three-ring binder as a cover. This will permit users to remove chapters of particular interest or to duplicate certain materials.
2. The guides will make ample use of art, photography, and other illustrative material.

Objectives. The major overall objectives to be attained by users of either guide are:

1. To become familiar with a total conceptual design that schools can carry out in their own local school improvement and staff development efforts.
2. To be able to make choices and set priorities about investing time, money, and other resources for staff development activities.
3. To determine possible procedures and activities to be used in local staff development programs which are designed to address one or more of the comprehensive objectives of the total Design.

College Instructors' Guide for the Wisconsin Program for the Renewal and Improvement of Secondary Education (working title)

This guide, to be organized and edited by Daresh with appropriate external consultant help, will be designed to present the conceptual framework and comprehensive objectives of the design for the improvement and refinement of secondary education. It will also explain the use of materials included in the Wisconsin Program for the Renewal and Improvement of Secondary Education. The guide is intended for use by professors of secondary education and educational administration interested in making their undergraduate and graduate students aware of a unified school improvement program. The content

outline for the guide will be as follows:

Chapter I: Introduction

Chapter II: Overview of the 10 comprehensive objectives of the design for the improvement and refinement of secondary education

Chapter III: Overview of the Wisconsin Program for the Renewal and Improvement of Secondary Education

Chapter IV: Possible strategies for use of the Wisconsin materials in college and university classes

Chapter V: How to use this guide

Chapter VI: Administrative arrangements for shared decision making

Chapter VII: Instruction and advisory arrangements (Part A--Organizing for instruction; Part B--Teacher/advisor programs)

Chapter VIII: Instructional programming for the individual student (Part A--A seven-step model to guide instruction; Part B--Arranging a complete educational program for each individual student; Part C--Basing instruction on objectives)

Chapter IX: Curricular patterns

Chapter X: Work and other career education activities

Chapter XI: Student decision making

Chapter XII: A design for evaluating student outcomes

Chapter XIII: Home-school-community relations

Chapter XIV: Internal and external supportive arrangements

Chapter XV: Continuing research and development

Intended audiences. The intended audiences for this guide are:

1. Professors of graduate and undergraduate courses in secondary education and educational administration interested in using the materials developed by the Wisconsin R & D Center in their classes.
2. Professors interested in increasing their own knowledge concerning secondary school practices.
3. Others who are interested in improvement and refinement efforts in secondary education.

Content overview. Following introductory material in the opening chapters, the Guide will be organized according to the 10 comprehensive objectives of the design for the improvement and refinement of secondary education. Emphasis in each chapter will be on alternative ways of introducing a particular comprehensive objective to a university class. Also emphasized will be alternative strategies which may be used to make students' attainment of the cognitive and affective objectives easier. Additional activities and resources will also be suggested.

Technical specifications. The guide will comply with the following technical specifications:

1. The guide will be prepared in a loose-leaf format with a two- or three-ring binder as a cover. This will permit users to remove chapters of particular interest or to duplicate certain materials.
2. The guide will make ample use of art, photography, and other illustrative material.

Objectives. The major overall objectives to be attained by users are:

1. To understand the underlying conceptual framework of the design for the improvement and refinement of secondary education.
2. To understand the materials included in the Wisconsin Program for the Renewal and Improvement of Secondary Education.
3. To become aware of alternative strategies for using the materials of the Wisconsin Program with undergraduate and graduate level university classes.

Summary

In this working paper, specifications for materials developed between 1978 and 1981 as a part of the Wisconsin Program for the Renewal and Improvement of Secondary Education have been presented. All the materials are organized around 10 comprehensive objectives of a design for the improvement and refinement of secondary education proposed by Herbert J. Klausmeier.

The general introduction indicated that the specifications contained within this paper are only one stage in a long product development process. In Part I of the paper, the technical and substantive specifications for audiovisual materials were presented. These materials were of two types: (a) filmstrips and accompanying cassettes, and (b) supplementary audiocassettes without accompanying materials. The desired cognitive and affective objectives for each of the materials were given. In the case of the filmstrips and accompanying cassettes, these objectives were the same ones used in the preparation of bid documents for materials in 1977 to 1979. Also listed were specifications for printed study guides to be provided with the filmstrips and accompanying cassettes.

Part II of the paper presented specifications for four major printed materials that are included in the Wisconsin Program for the Renewal and Improvement of Secondary Education. These included a substantive book on secondary education, two school practice

improvement guides, and a college instructors' guide. For each of these items, there was a content outline, description of intended audiences, list of technical specifications, and a statement of objectives.

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